

Standards of Accreditation Chapter 55
Recommended Changes for Consideration ARM 10.55.1001-1003
September 2011

OK for Now	Needs Work	10.55.1001 District's Responsibilities for Program Delivery Standards
	X	(1) It is the school district's responsibility to incorporate content standards and performance standards descriptors into its curriculum, implementing them sequentially
		10.55.1003 Program Foundational Standards
	X	(1) Program foundation standards are the common conditions, practices, and resources that will be evident in all programs within a school system. All programs shall follow the content standards and performance descriptors standards in the accreditation rules of Montana. The programs shall work to:
X		(a) Meet the following conditions:
X		(i) incorporate in curricular programs the distinct and unique cultural heritage of <u>Montana's</u> American Indians;
	X	(ii) provide effective health enhancement instruction to all grades and to provide such instruction on a daily basis as part of the basic elementary education program
	X	(iii) provide physically, emotionally, and educationally safe and supportive learning and working environments, including environments free from bullying, intimidation and harassment
	X	(iv) ensure an educational climate that promotes academic freedom and respect for diversity (e.g., gender, race, ethnicity, economic status, native language, disability, special gift and talent age, marital status, <u>gender, sexual orientation, religion, race, national origin, disabilities, or handicapping special needs condition</u>) with prejudice towards none.
X		(v) maintain high expectations for student performance, behavior and life-long learning;
X		(vi) encourage collaboration among school personnel to plan, assess, and support instruction; and
	X	(vii) build school calendars and schedules based upon instructional <u>needs and student learning.</u>
	X	(b) Include the following practices:



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	X	(i) align local curricula with the Montana content and performance standards
	X	(ii) offer engaging experiences that enable students to develop 21st century communication skills for fulfillment in their personal lives, workplaces, and communities;
X		(iii) teach ethical behavior and the implications of one's choices;
X		(iv) implement research-based instructional skills and strategies to improve student learning;
X		(v) encourage the use of the inquiry process and the application of multiple thinking, decision-making, and problem-solving skills
X		<u>(v) challenge students to think critically and use the inquiry process to solve problems and inform decisions;</u>
X		(vi) emphasize common unifying themes or principles that build on students' prior experiences
X		(vii) provide learning experiences that connect the disciplines and transfer learning from one context to another
X		<u>(vi) encourage interdisciplinary instruction;</u>
X		(viii) integrate information literacy skills, technology tools, and workplace competencies to support learning in all curricular areas;
X		<u>(vii) use formative and summative assessments to shape instruction and inform decision making and increase student learning</u>
X		(c) provide the following resources:
X		(i) access to regional, community, and school-based resources for teaching and learning
X		(ii) qualified staff necessary to support the instructional process, including elementary teachers (00 endorsement) with at least ten semester credits in assigned subject areas when teaching departmentalized grades 5-8
X		(iii) equitable access to all facilities, technology, information resources, equipment, materials, and services necessary to support the instructional process
X		(iv) time for professional development that supports learning for all
X		(iv) provide time for professional development

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X		(v) a well-conceived mentoring program for teachers
X		(vi) access to a variety of current technologies and information resources (e.g., libraries, databases, computer networks, videos)

